

SCOPE AND SEQUENCE – MUSIC
GRADE K

Our students must know:

1. How to sing, alone and with others, a varied repertoire of music
 - A. Awareness of four voice channels
 - a. whispering
 - b. talking
 - c. calling
 - d. singing
 - B. Understanding of tonal direction – pitch
 - a. high and low
 - b. ascending pitches (up) and descending (down)
 - C. Show expression through music
 - a. dynamics (loud/soft)
 - b. phrasing – introduction to phrasing

Our students must be able to:

- A. Demonstrate talking, whispering, calling and singing by responding to the cues of the teacher
- B. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo through charts and rote teaching
- C. Sing expressively, with appropriate dynamics (loud/soft) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures

Our students must know:

- II. How to perform on instruments, alone and with others, a varied repertoire of music.
 - A. Understand the basic components of rhythm
 - a. steady beat or tempo
 - b. quarter note (ta), eighth note (ti-ti) and rest (shh)
 - B. Use audible skills
 - a. determine, through listening, the pattern of notes given by teacher
 - b. repeat the rhythmic pattern back to teacher
 - C. Self accompaniment

Our students must be able to:

- A. Perform on rhythm instruments maintaining a steady tempo
- B. Perform easy rhythmic patterns accurately and independently on rhythmic classroom instruments
- C. Echo short rhythms and melodic patterns
- D. Perform independent rhythmic parts while other students play or sing contrasting parts
- E. Perform expressively a varied repertoire of music representing diverse genres and styles.

Our students must know:

- III. How to improvise melodies, variations and accompaniments
 - A. Use basic knowledge of pitch and rhythm to create music

Our students must be able to:

- A. Improvise answers in the same style to given rhythmic and melodic phrases
 - a. teacher sings using Sol and Mi, student creates an answer using Sol and Mi.
 - b. teacher presents a rhythmic phrase with a word missing, student repeats phrase filling in a word for the blank

Our students must know:

- IV. How to compose and arrange music within specified guidelines
 - A. Choose instruments that will enhance a particular song or story

Our students must be able to:

- A. Match instrument timbre to the subject for which they are creating
 - ex. A triangle is delicate and could represent a bird, but a gong would be too loud
- B. Use a variety of sound sources when composing

Our students must know:

- V. How to read and notate music
 - A. Identify, read and perform quarter notes, eighth notes and rests
 - B. Identify the musical staff as 5 lines and 4 spaces

Our students must be able to:

- A. Perform through singing or playing, quarter notes, eighth notes and rests in 2/4, 3/4 and 4/4 meter
- B. Sing pitches while reading the musical staff – sol, mi, and la

Our students must know:

- VI. How to analyze and describe music through listening
 - A. Identify high and low pitches
 - B. Identify loud and soft sounds
 - C. Identify fast and slow tempos
 - D. Identify music that is the same or different
 - E. Identify instrument sounds

Our students must be able to:

- A. Identify simple music forms when presented:
 - a. aurally
 - b. through movement
 - c. visually
- B. Demonstrate perceptual skills by moving, and by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- C. Use appropriate terminology in explaining music, music notation, musical instruments and voices
- D. Identify through verbal discussion the sounds of a variety of instruments, including many orchestra and band instruments as well as classroom instruments and children's voices
- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Our students must know:

- VII. How to evaluate music and music performances
 - A. Students attend musical assemblies
 - a. identify performing ensembles
 - b. display appropriate concert behavior

Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Express views on songs through verbal discussion using appropriate terminology

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, school, fun, etc.

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed.

SCOPE AND SEQUENCE – MUSIC GRADE 1

Our students must know:

- I. How to sing, alone and with others, a varied repertoire of music
 - A. Understanding of tonal direction – pitch
 - a. high, middle and low
 - b. ascending pitches (up) and descending (down)
 - B. Show expression through music
 - a. dynamics (loud/soft)
 - b. phrasing
 - C. Sing songs using Sol, Mi, La and Do from the Kodaly system

Our students must be able to:

- A. Sing independently, on pitch and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo through charts and rote teaching
- B. Sing in groups and alone with appropriate dynamic levels
- C. Sing expressively, with appropriate dynamics (loud/soft) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures

Our students must know:

- II. How to perform on instruments, alone and with others, a varied repertoire of music
 - A. Contrast between steady beat and rhythmic patterns
 - B. Auditory skills
 - a. determine, through listening, the pattern of notes given by teacher
 - b. repeat the rhythmic pattern back to teacher
 - C. Self accompaniment using Orff xylophones and other classroom instruments
 - D. The importance of the conductor when playing

Our students must be able to:

- A. Perform on rhythm instruments maintaining a steady tempo
- B. Perform easy rhythmic and chordal patterns (Orff bourdon) accurately and independently on rhythmic and harmonic classroom instruments
- C. Echo short rhythms and melodic patterns
- D. Perform independent rhythmic parts while other students play or sing contrasting parts
- E. Perform expressively a varied repertoire of music representing diverse genres and styles
- F. Perform in groups responding to the cues of the conductor

Our students must know:

- III. How to improvise melodies, variations and accompaniments
 - A. Basic knowledge of pitch and rhythm to create music

Our students must be able to:

- A. Improvise answers in the same style to given rhythmic and melodic phrases
 - a. teacher sings using Sol, La and Mi, student creates an answer using Sol, La and Mi
- B. Teacher presents a rhythmic phrase with a word missing, student repeats phrase filling in a word for the blank

Our students must know:

- IV. How to compose and arrange music within specified guidelines
 - A. Choose instruments that will enhance a particular song or story

Our students must be able to:

- A. Match instrument timbre to the subject for which they are creating. ex. A triangle is delicate and could represent a bird, but a gong would be too loud
- B. Use a variety of sound sources when composing

Our students must know:

- V. How to read and notate music
 - A. Identify, read and perform half notes, quarter notes, eighth notes and rests
 - B. Identify the musical staff as 5 lines and 4 spaces
 - C. Use the moveable “Do” system to read simple pitch, notation in the treble clef major keys - Sol, Mi, La and Do

Our students must be able to:

- A. Perform through singing or playing half notes, quarter notes, eighth notes and rests in 2/4, 3/4 and 4/4 meter
- B. Sing pitches while reading the musical staff – Sol, Mi, La and Do

Our students must know:

- VI. How to analyze and describe music through listening
 - A. Identify high and low pitches
 - B. Identify loud and soft sounds
 - C. Identify fast and slow tempos
 - D. Identify music that is the same or different
 - E. Identify instrument sounds

Our students must be able to:

- A. Identify simple music forms when presented aurally
 - a. aurally
 - b. through movement
 - c. visually
- B. Demonstrate perceptual skills by moving, and by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- C. Use appropriate terminology in explaining music, music notation, musical instruments and voices
- D. Identify through verbal discussion the sounds of a variety of instruments, including many orchestra and band instruments as well as classroom instruments and children's voices.
- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Our students must know:

- VII. How to evaluate music and music performances
 - A. Students attend musical assemblies
 - a. identify performing ensembles
 - b. display appropriate concert behavior

Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Express views on songs through verbal discussion using appropriate terminology

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, school, fun, etc.

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed

Our students must know:

- IX. Relationships between music, the other arts and disciplines outside the arts
 - A. Appropriate physical movement to a given rhythmic pattern

Our students will be able to:

- A. Listen to rhythmic pattern and show movement
 - a. quarter notes – walk
 - b. eighth notes – run
 - c. dotted rhythms - skip

SCOPE AND SEQUENCE – MUSIC GRADE 2

Our students must know:

- I. How to sing, alone and with others, a varied repertoire of music
 - A. Read songs on staff using Sol, Mi, La, Do, Do' and Re
 - B. Sing songs using Sol, Mi, La, Do, Do' and Re
 - C. Show expression through music
 - a. dynamics (Piano/Forte and Crescendo/Decrescendo)
 - b. phrasing
 - D. Singing in parts

Our students must be able to:

- A. Sing independently, on pitch and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo using individual books
- B. Sing in groups and alone matching dynamic levels and cues of the teacher
- C. Sing expressively, with appropriate dynamics (p/f and cresc./delesc.) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- E. Sing ostinatos and rounds (spoken first, sung if able)

Our students must know:

- II. How to perform on instruments, alone and with others, a varied repertoire of music
 - A. Contrast between steady beat and rhythmic patterns
 - B. Self accompaniment using Orff xylophones and other classroom instruments
 - C. The importance of the conductor when playing

Our students must be able to:

- A. Perform on rhythm instruments maintaining a steady tempo
- B. Perform easy rhythmic and chordal patterns (Orff bourdon and ostinatos) accurately and independently on rhythmic and harmonic classroom instruments
- C. Echo short rhythms and melodic patterns
- D. Perform independent rhythmic parts while other students play or sing contrasting parts
- E. Perform expressively a varied repertoire of music representing diverse genres and styles
- F. Perform in groups responding to the cues of the conductor

Our students must know:

- III. How to improvise melodies, variations and accompaniments
 - A. Use basic knowledge of pitch and rhythm to create music

Our students must be able to:

- A. Improvise answers in the same style to given rhythmic and melodic phrases

Our students must know:

IV. How to compose and arrange music within specified guidelines

- A. How to choose instruments that will enhance a particular song or story

Our students must be able to:

- A. Match instrument timbre to the subject for which they are creating
- B. Use a variety of sound sources when composing
- C. Create and arrange music to accompany readings or dramatizations

Our students must know:

V. How to read and notate music

- A. Identify, read and perform whole notes, half notes, quarter notes, eighth notes and rests
- B. Identify the musical staff, treble clef, bar lines, meter
- C. Use the moveable “Do” system to read simple pitch, notation in the treble clef major keys – Sol, Mi, La, Do, Do’ and Re

Our students must be able to:

- A. Perform through singing or playing whole notes, half notes, quarter notes, eighth notes and rests in 2/4, 3/4 and 4/4 meter
- B. Sing pitches while reading the musical staff – Sol, Mi, La, do, Do’ and Re
- C. Identify verbally and written symbols and traditional terms referring to dynamics and articulation (accent), as well as interpreting them correctly when performing

Our student must know:

VI. How to analyze and describe music through listening

- A. Identify form of simple songs using correct terminology
- B. Identify instrument sounds of different performing groups
- C. Identify dynamic levels using correct terminology
- D. Identify fast and slow tempos

Our students must be able to:

- A. Identify simple music forms including ABA, rounds and rondo form when presented aurally
 - a. singing and performing
 - b. through movement
 - c. visually
- B. Demonstrate perceptual skills by moving, and by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

- C. Use appropriate terminology in explaining music, music notation, musical instruments and voices
- D. Identify through verbal discussion the sounds of a variety of instruments, including many orchestra and band instruments as well as classroom instruments and children’s voices
- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- F. Identify the sounds of a variety of instruments including many orchestra and band instruments as well as American folk instruments

Our students must know:

- VII. How to evaluate music and music performances
 - A. Students attend musical assemblies
 - a. identify performing ensembles
 - b. display appropriate concert behavior

Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Express views on songs through verbal discussion using appropriate terminology

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, school, fun, folk

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed
- B. Identify by genre aural examples of music from American historical periods through class discussion

Our students must know:

- IX. Relationships between music, the other arts and disciplines outside the arts
 - A. Determine the appropriate physical movement to a given rhythmic pattern

Our students will be able to:

- A. Show movement in response to rhythmic patterns
 - a. quarter notes – walk
 - b. eighth notes – run
 - c. dotted rhythms – skips

SCOPE AND SEQUENCE – MUSIC GRADE 3

Our students must know:

- I. How to sing, alone and with others, a varied repertoire of music
 - A. Read songs on staff using Sol, Mi, La, Do, Do' and Re
 - B. Sing songs using Sol, Mi, La, Do, Do' and Re
 - C. Show expression through music
 - a. dynamics (Piano/Forte and Crescendo/Decrescendo)
 - b. phrasing
 - D. Singing in parts

Our students must be able to:

- A. Sing independently, on pitch and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo using individual books
- B. Sing in groups and alone matching dynamic levels and cues of the teacher
- C. Sing expressively, with appropriate dynamics (p/f and cresc./decresc.) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- E. Sing ostinatos and rounds

Our students must know:

- II. How to perform on instruments, alone and with others, a varied repertoire of music
 - A. Self accompaniment using Orff xylophones and other classroom instruments
 - B. Understand the importance of the conductor when playing
 - C. Perform on recorder using notes BAG

Our students must be able to do:

- A. Perform on rhythm instruments maintaining a steady tempo
- B. Perform easy rhythmic melodic and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments as well as on recorder
- C. Echo short rhythms and melodic patterns using BAG on the recorder
- D. Perform independent rhythmic parts while other students play or sing contrasting parts
- E. Perform expressively a varied repertoire of music representing diverse genres and styles
- F. Perform in groups responding to the cues of the conductor

Our students must know:

- III. How to improvise melodies, variations and accompaniments
 - A. Use basic knowledge of pitch and rhythm to create music

Our students must be able to:

- A. Improvise answers in the same style to given rhythmic and melodic phrases

Our students must know:

- IV. How to compose and arrange music within specified guidelines
 - A. Choose instruments that will enhance a particular song or story

Our students must be able to:

- A. Match instrument timbre to the subject for which they are creating
- B. Use a variety of sound sources when composing.
- C. Create and arrange music to accompany readings dramatizations

Our students must know:

- V. How to read and notate music
 - A. Identify, read and perform whole notes, half notes, quarter notes, eighth notes and rests
 - B. Identify the musical staff, treble clef, bar lines, meter as well as notes on the staff (BAG)
 - C. Use the moveable “Do” system to read simple pitch, notation in the treble clef major keys – Sol, Mi, La, Do, Do’ and Re

Our students must be able to:

- A. Perform through singing or playing whole notes, half notes, quarter notes, eighth notes and rests in 2/4, $\frac{3}{4}$ and 4/4 meter
- B. Sing pitches while reading the musical staff - Sol, Mi, La, Do, Do’ and Re
- C. Identify verbally and written symbols and traditional terms referring to dynamics and articulation (accent), as well as interpreting them correctly when performing
- D. Notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

Our students must know:

- VI. How to analyze and describe music through listening
 - A. Identify form of simple songs using correct terminology
 - B. Identify instrument sounds of different performing groups
 - C. Identify dynamic levels using correct terminology
 - D. Identify fast and slow tempos

Our students must be able to:

- A. Identify simple music forms including ABA, rounds and rondo form when presented aurally
 - a. singing and performing
 - b. through movement
 - c. visually

- B. Demonstrate perceptual skills by moving, and by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- C. Use appropriate terminology in explaining music, music notation, musical instruments and voices
- D. Identify through verbal discussion the sounds of a variety of instruments, including many orchestra and band instruments as well as classroom instruments and children's voices
- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- F. Identify the sounds of a variety of instruments including many orchestra and band instruments as well as American folk string instruments

Our students must know:

- VII. How to evaluate music and music performances
 - A. Students attend musical assemblies
 - a. identify performing ensembles
 - b. display appropriate concert behavior

Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, school, fun, folk

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed
- B. Identify by genre aural examples of music from American historical periods through class discussion

Our students must know:

- IX. The relationship between music, the other arts and disciplines outside the arts
 - A. Identify instrument size in relation to pitch (science)
 - B. Identify the specific tone color of instruments or voices (art)
 - C. Identify the appropriate number of beats per measure given the meter (math)

Our students must be able to:

- A. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those in music.

SCOPE AND SEQUENCE – MUSIC GRADE 4

Our students must know:

- I. How to sing, alone and with others, a varied repertoire of music
 - A. Read songs on staff using Sol, Mi, La, Do, Do' and Re
 - B. Sing songs using Sol, Mi, La, Do, Do' and Re
 - C. Show expression through music
 - a. dynamics (Piano/Forte and Crescendo/Decrescendo)
 - b. phrasing
 - D. Singing in parts

Our students must be able to:

- A. Sing independently, on pitch and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo using individual books
- B. Sing in groups and alone matching dynamic levels and cues of the teacher
- C. Sing expressively, with appropriate dynamics (p/f) and cresc./decresc.) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- E. Sing ostinatos, rounds and canons

Our students must know:

- II. How to perform on instruments, alone and with others, a varied repertoire of music
 - A. Self accompaniment using Orff xylophones and other classroom instruments
 - B. The importance of the conductor when playing
 - C. How to perform on recorder using notes BAGCD and low CDEF

Our students must be able to:

- A. Perform on rhythm instruments maintaining a steady tempo
- B. Perform easy rhythmic melodic, and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments as well as on recorder
- C. Echo short rhythms and melodic patterns using BAG on the recorder
- D. Perform independent rhythmic parts while other students play or sing contrasting parts.
- E. Perform expressively a varied repertoire of music representing diverse genres and styles
- F. Perform in groups responding to the cues of the conductor

Our students must know:

- III. How to improvise melodies, variations and accompaniments
 - A. Use basic knowledge of pitch and rhythm to create music

B. Use of recorders in improvisation

Our students must be able to:

- A. Improvise vocal answers in the same style to given rhythmic and melodic phrases
- B. Improvise instrumental answers in the same style to given rhythmic and melodic phrases

Our students must know:

- IV. How to compose and arrange music within specified guidelines
 - A. Choose instruments that will enhance a particular song or story

Our students must be able to:

- A. Match instrument timbre to the subject for which they are creating
- B. Use a variety of sound sources when composing
- C. Create and arrange music to accompany readings or dramatizations

Our students must know:

- V. How to read and notate music
 - A. Identify, read and perform whole, half, dotted half, quarter, eighth notes and corresponding rests
 - B. Identify the musical staff, treble clef, bar lines, meter (2/4, 3/4 and 4/4) as well as notes on the staff including notes on both lines and spaces
 - C. Use the movable “Do” system to read simple pitch and notation in the treble clef major keys

Our students must be able to:

- A. Perform through singing or playing whole, half, dotted half, quarter, eighth notes and corresponding rests in 2/4, 3/4 and 4/4 meter
- B. Sing all pitches while reading the musical staff
- C. Identify verbally and written symbols and traditional terms referring to dynamics and articulation (accent), as well as interpreting them correctly when performing
- D. Notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

Our students must know:

- VI. How to analyze and describe music through listening
 - A. Identify form of simple songs using correct terminology
 - B. Identify instrument sounds of different performing groups
 - C. Identify dynamic levels using correct terminology
 - D. Identify fast and slow tempos

Our students must be able to:

- A. Identify simple music forms including ABA, rounds and rondo form when presented aurally
 - a. singing and performing
 - b. through movement
 - c. visually
- B. Demonstrate perceptual skills by moving, and by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- C. Use appropriate terminology in explaining music, music notation, musical instruments and voices
- D. Identify through verbal discussion the sounds of a variety of instruments, including many orchestra and band instruments as well as classroom instruments and children's voices
- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- F. Identify the sounds of a variety of instruments including many orchestra and band instruments, concentrating on the woodwind family

Our students must know:

- VII. How to evaluate music and music performances
 - A. Students attend musical assemblies
 - a. identify performing ensembles
 - b. display appropriate concert behavior

Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, school, fun, folk classical

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed
- B. Identify by genre aural examples of music from American Historical periods through class discussion
- C. Identify music of appropriate classical composers

Our students must know:

- IX. The relationships between music, the other arts and disciplines outside the arts
 - A. Identify instrument size in relation to pitch (science)
 - B. Identify the specific tone color of instruments or voices (art)
 - C. Identify the appropriate number of beats per measure given the meter (math)

D. Identify roles of musicians and composers in various musical settings and cultures

Our students must be able to:

- A. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those in music
- B. Describe various roles of musicians and composers in musical settings and cultures
- C. Demonstrate appropriate audience behavior